DOCUMENT RESUME

ED 435 859 CE 079 463

AUTHOR	Hargroder, Margaret
TITLE	Louisiana's Achievements for Gender Equity in Vocational Education. Executive Summary 1996-97.
INSTITUTION	University of Southwestern Louisiana, Lafayette.
SPONS AGENCY	Louisiana State Dept. of Education, Baton Rouge. Office of Vocational Education.
PUB DATE	1998-00-00
NOTE	32p.; For the 1993-94 report, see ED 398 416. Cover title varies. Photographs may not reproduce clearly.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Employment Patterns; Federal Programs; Females; Followup Studies; Males; *Nontraditional Occupations; Postsecondary Education; Program Effectiveness; Program Implementation; *Salary Wage Differentials; Secondary Education; *Sex Fairness; State Programs; Statewide Planning; *Vocational Education; Womens Education
IDENTIFIERS	Carl D Perkins Voc and Appl Techn Educ Act 1990; *Louisiana

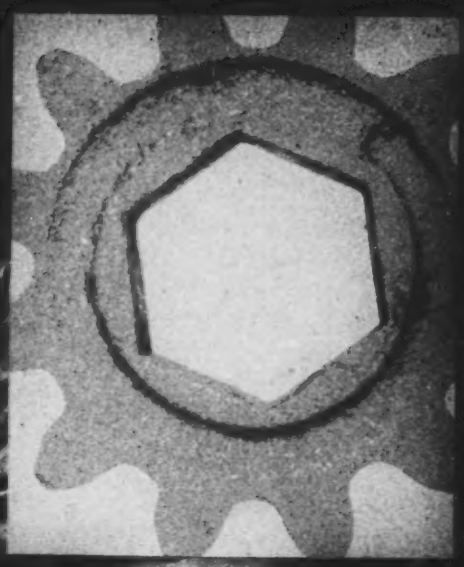
ABSTRACT

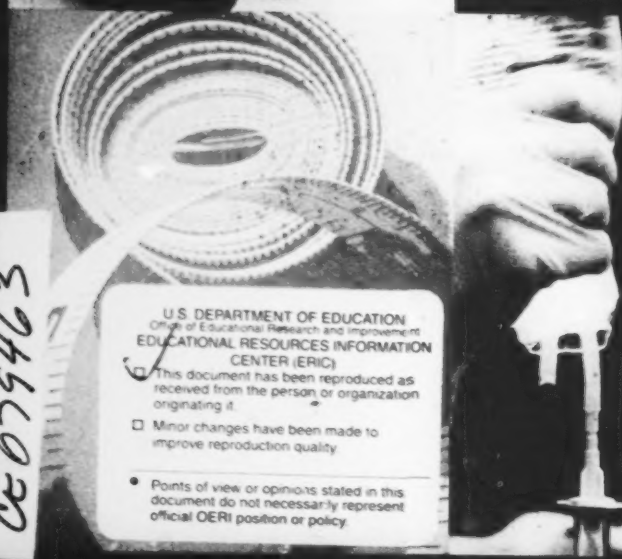
Workplace and educational changes related to gender in Louisiana in 1996-97 suggest some progress but a continued need to reduce wide gender gaps in some occupational areas. Workplace data show a closing gender gap, but changes are occurring at different rates for different areas. Women's share of the total labor force continues to rise; wage differences by gender continue; women-owned businesses increase; and secretaries and cashiers are still predominantly female. Both secondary and postsecondary systems have increased enrollment. Slightly more females are enrolled in vocational programs, but males are about five out of six students enrolled in programs not traditional for their gender. The largest number of nontraditional enrollees are males in secondary business and home economics programs. Slow, steady progress continues in female participation in industry programs, the area of greatest gender disparity. Agencies with projects continue to use diverse recruitment, retention, and placement strategies for increased participation of nontraditional students. The state has awarded 108 grants to educational agencies for implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women. Of project students with known outcomes, 33.5 percent are still enrolled in their vocational programs and making satisfactory progress, and 26.8 percent have completed their vocational programs and been employed in standard or above-standard positions. (Numerous charts and tables are provided.) (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

CE

ED 435 859

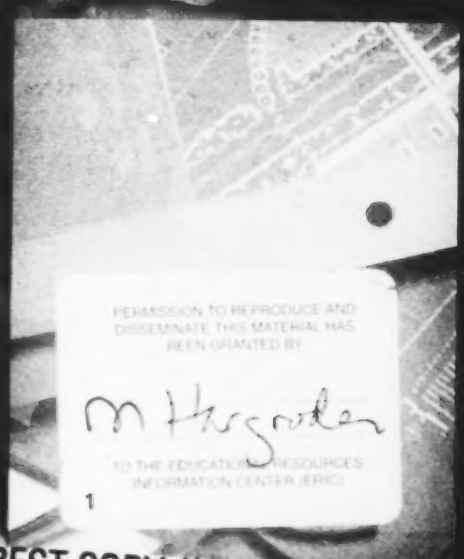




U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE079463

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
M Hargraves
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



BEST COPY AVAILABLE

Members of the Louisiana State Board of Elementary and Secondary Education

Mr. Clifford Baker
8th BESE District
Vice-President

Dr. John A. Bertrand
7th BESE District

Ms. Glenny Lee Buquet
3rd BESE District
President

Ms. Donna Contois
1st BESE District

Mr. Gerald Dill
Member-at-Large

Ms. Leslie Jacobs
Member-at-Large

Mr. Keith Johnson
2nd BESE District
Secretary-Treasurer

Mr. Walter Lee
4th BESE District

Dr. Richard Musemeche
6th BESE District

Mr. Paul G. Pastorek
Member-at-Large

Dr. James Stafford
5th BESE District

Louisiana Department of Education
Office of Vocational Education
1998

Cecil J. Picard
State Superintendent of Education

W. Wayne Meaux
Acting State Director, Louisiana Technical College System
State Office of Vocational Education

BEST COPY AVAILABLE

The Louisiana State Department of Education is an equal opportunity employer and educational agency and affirms that it does not discriminate on the basis of race, color, national origin, age, sex, or handicapping condition.

Louisiana's Achievements For Gender Equity In Vocational Education

Executive Summary 1996-97

Margaret Hargroder

The University of Southwestern Louisiana

Funded by: The Carl D. Perkins Applied Vocational and Technical Education Grant P. L. 101-392, title II, Part B, Section 222. Copies of the report are available from *Louisiana Equity*, The University of Southwestern Louisiana; P. O. Box 4-4753; Lafayette, LA 70504-4753.

BEST COPY AVAILABLE

Foreword

The Statement of Purpose of the Carl D. Perkins Act of 1990, Public Law 101-392 reads as follows: "It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society."

The inference is that the Law is all inclusive and that there are segments of the society that may have been, to some degree, excluded. The 1990 Amendments to the Act contain provisions for inclusion of special populations with equal access to a full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study in cooperative education, apprenticeship programs and comprehensive guidance and counseling. Included among the special populations are individuals participating in programs to eliminate sex bias and stereotyping.

Although there are special reserves for sex equity, educational systems need to be aware of the fact that the elimination of sex bias and sex stereotyping may be accomplished with little or no funds by: (1) including fairness on the basis of origin, race, age, gender, and disabilities, in your school's policies; (2) informing students that all programs in the system are available to all students desiring to enroll; (3) recruiting students for high-technology-high-wage programs; (4) providing opportunities for these students to participate in tech prep programs, and (5) scheduling students regardless of gender into programs non-traditional to their gender.

Finally, and understanding by all eligible recipients that if our country is to be more competitive in the world economy, indeed, it will take all segments of the population, but they must be prepared to become well-trained, productive citizens in our society.

This status report, prepared by Dr. Hargroder, can very well be a barometer for social and economic change in Louisiana vocational education.

Office of Vocational Education

BEST COPY AVAILABLE

Table of Contents

Introduction ii

Vocational Enrollment 1
- Gender Changes in the Workplace 1
- Total Enrollment: 1990-97 2
- Enrollment by Gender and Program 2
- Program Enrollment by Gender 3
- Non Traditional Enrollment 4
- Changes in Non Traditional Enrollment 5
- Females In Industry Programs 6
- Vocational Enrollment Summary: 1996-97 7

Institutional Strategies and Barriers 8
- Recruitment 8
- Retention 9
- Placement 9

Special Projects and Activities 10
- Projects for Single Parents/Displaced Homemakers/ Single Pregnant Women 11
- Projects for Sex Equity 14
- Projects for State Services 17
- Profile of Students in Projects 18
- Outcomes of Project Students 22

Summary and Conclusions 24

BEST COPY AVAILABLE

Introduction

Progress toward sex equity in vocational education is a special national and state goal (U. S. Congress, 1991; Office of Vocational Education, 1991). Recipients of funds through the Carl D. Perkins Applied Vocational and Technology Education Act Amendments (Perkins Act) aim toward this goal through various institutional practices and special projects.

This study aims to:

- Compare 1996-97 and prior-years student enrollment in programs that are not traditional for their gender.
- Identify the practices, barriers, and achievements of special groups in the area of sex equity:
    - secondary and postsecondary institutions (agencies) named by the Louisiana State Department of Education, Office of Vocational Education, as recipients of funds through the state.
    - state projects funded through Section 222 of the Perkins Act, namely projects to eliminate sex bias, and
    - state projects funded through Section 221 of the Perkins Act, namely projects for single parents, displaced homemakers, and single-pregnant women.
    - describe the students who are direct recipients of Section 221 and/or 222 project services.
- Summarize the state's observed achievements toward sex equity.

Statistical data are derived from several sources. Vocational enrollment statistics are based on the Vocational Education Data System (VEDS) collected by the Louisiana Office of Vocational Education. Institutional project achievements summarize data collected through survey of projects by the author of this report. Student data are derived from student intake forms collected by institutions and submitted to the author.

1997
1996
1995

Gender Changes in the Workplace

Workplace data show a closing gender gap. However, changes are occurring at different rates for different areas. These are examples of changes that can be seen in Louisiana.

Women's share of the total labor force continues to rise.

Source: U.S. Department of Labor, Women's Bureau, 1997

Louisiana Civilian Labor Force		
	Male	Female
of Employed	53.2%	46.8%
of Unemployed	55.6%	44.4%

Source: U.S. Department of Labor Statistics, *Employment and Earnings*, monthly, May 1997.

Louisiana Public Schools Percent Female		
Functional Groupings	1993-94	1997-98
Regular Teachers	81.89%	82.55%
School Asst Principals	41.35%	44.99%
School Principals	37.66%	47.70%
Superintendents	9.09%	13.64%

Source: Louisiana Department of Education, 1998

New jobs are expected to increase by 14% from 1994 through 2005.

Source: U.S. Department of Labor, Women's Bureau, 1997

Wage differences by gender continue. Women's wages are 74% of men's, overall.

U.S. Department of Labor, Women's Bureau, 1997

Legislators - Louisiana vs U.S. Percent Female		
	1987	1998
U.S.	16%	22%
Louisiana	4%	12%

Source: Louisiana Almanac 1997-98 Edition

Louisiana Registered & Practicing Lawyers					
Year	Male	Female	Total	% Male	% Female
1998	13,607	4,429	18,036	75.44%	24.56%

Source: Louisiana Bar Association, New Orleans, LA, 1998.

Women owned businesses increase.

Source: U.S. Department of Labor, Women's Bureau, 1997

Secretaries and cashiers are still predominately female.

Source: U.S. Department of Labor, Women's Bureau, 1997

Registered Professional Engineers in Louisiana					
Year	Male	Female	Total	% Male	% Female
1993	494	26	520	95%	5%
1997	547	30	577	95%	5%

Source: Louisiana Engineering Society, 1998

Registered Professional Land Surveyors in Louisiana					
Year	Male	Female	Total	% Male	% Female
1993	27	0	27	100%	0%
1997	38	2	40	95%	5%

Source: Louisiana Engineering Society, 1998

[Contexts for vocational education are changing. These may both result from vocational education initiatives and impact future programming for vocational education.]

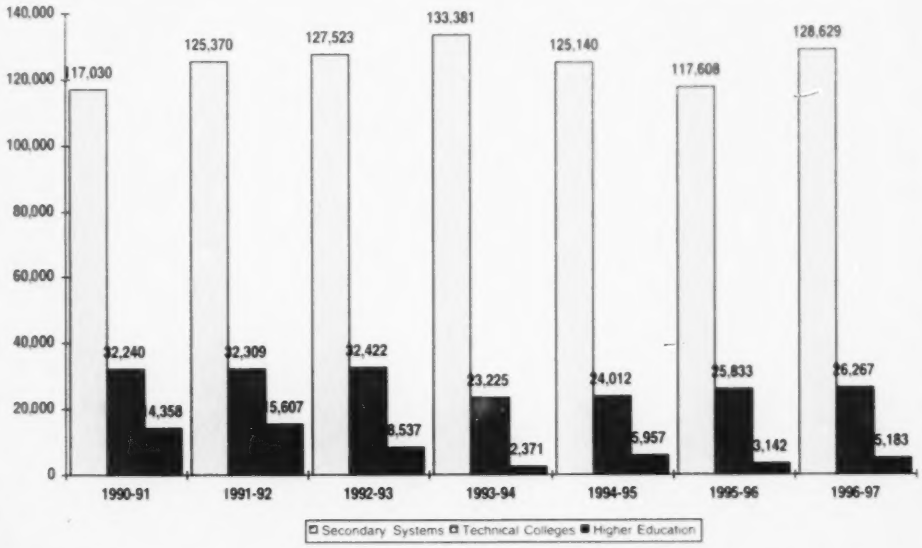
BEST COPY AVAILABLE

Vocational Enrollment

[Vocational education refers to organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Total enrollment indicates the total number of students enrolled in vocational education in public secondary systems and postsecondary institutions. This is an unduplicated count, reporting an individual in only one program regardless of the number of programs (or courses) of enrollment. If multiple programs are recorded for a student, only the most recent enrollment is counted.]

Total Enrollment: 1990-97

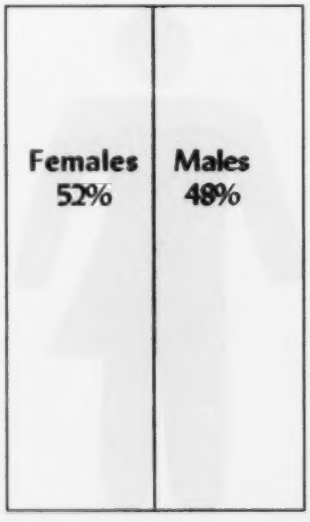
- Educational agencies reported serving 160,079 students in Louisiana public vocational education in 1996-97.
- Enrollment differed among agency types. Secondary systems continued to enroll the most vocational students, 128,629 compared to 26,267 for the Louisiana Technical College System (technical colleges) and 5,183 for institutions of higher education (higher education).
- Over the previous year, vocational enrollments in technical colleges increased by 11,021, secondary systems by 434, and higher education by 2,041.



[Note. It may be noted that secondary systems often count enrollment in a single vocational course as vocational enrollment, although an unduplicated count is provided in the event that a student is enrolled in more than one vocational course. Postsecondary schools (technical colleges and higher education) report vocational enrollment according to the student's designation of an entire program of study. Some changes from year to year may be attributed to whether or not specific agencies submit reports.]

Enrollment By Gender

- The number of females continue to exceed the number of males. Females were 52.0% of enrollments.
- This differed among agency types. Higher education had 66.0% females and secondary systems had 52.0% females. There were more males than females in the technical colleges 50.9 % were males.
- Since 1990, the overall greater female rate persisted, with only slight fluctuations.

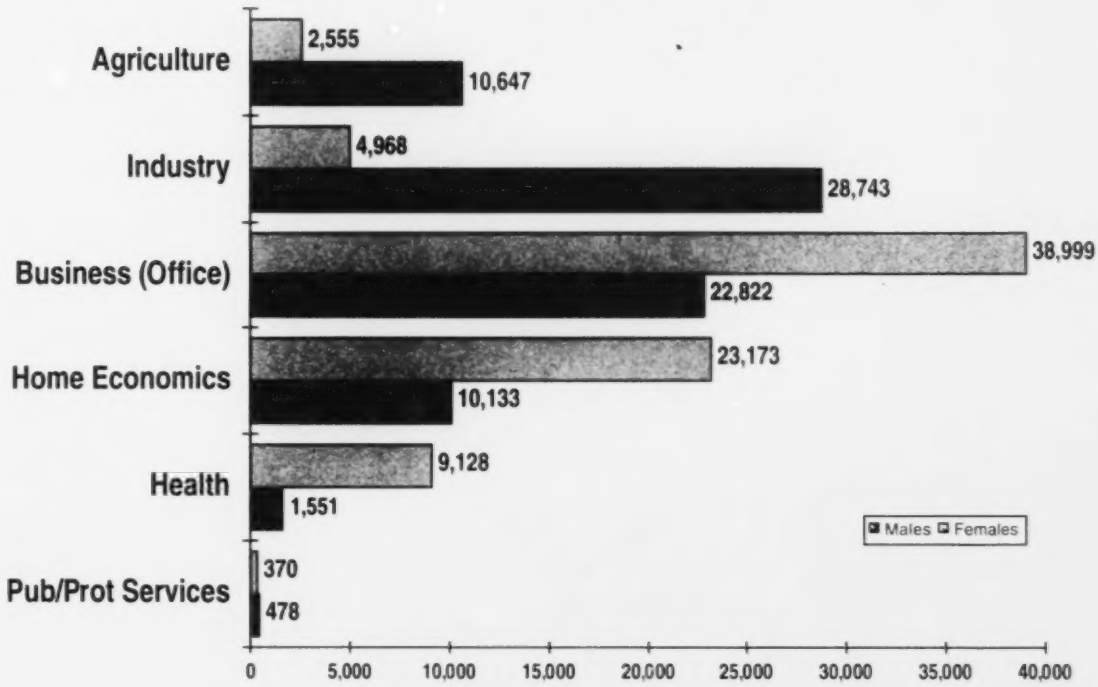


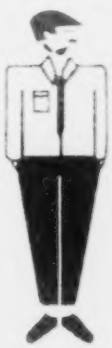
BEST COPY AVAILABLE

Program Enrollment by Gender

[Programs are classified by Classification of Program (CIP) Codes, a nationally recognized coding system for vocational courses. In context, programs are clustered according to occupational fields. Shown in the figure are only those fields that are generally recognized as *gender- dominate* (having over 75% of one gender). Components of each cluster are listed in the enrollment summary shown on page 7.]

- Business office programs continue to be the area of highest enrollment, claiming approximately 38.6% of all vocational students. Industry programs are second, with 21.1%, followed by home economics, with 20.8%, agriculture with 8.2%, health with 6.7%, marketing with 3.6%, and the public/protective services with .5% of total enrollment.





Of all males,

37.4% are in industry.
29.7% are in business.
13.8% are in agriculture.
13.2% are in home economics.
2.8% are in marketing.
2.0% are in health.
.6% are in public/protective services, and
.5% are in other programs.

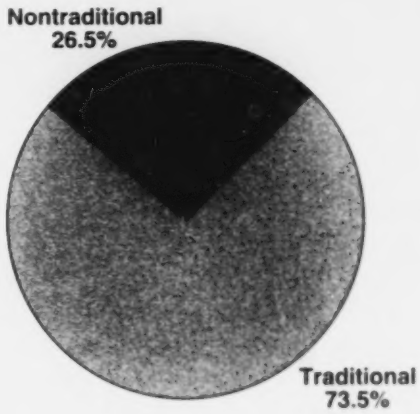
Of all females,

46.9% are in business.
27.9% are in home economics.
11.0% are in health.
6.0% are in industry.
4.3% are in marketing.
3.1% are in agriculture.
.5% are in public/protective services, and
.5% are in other programs.

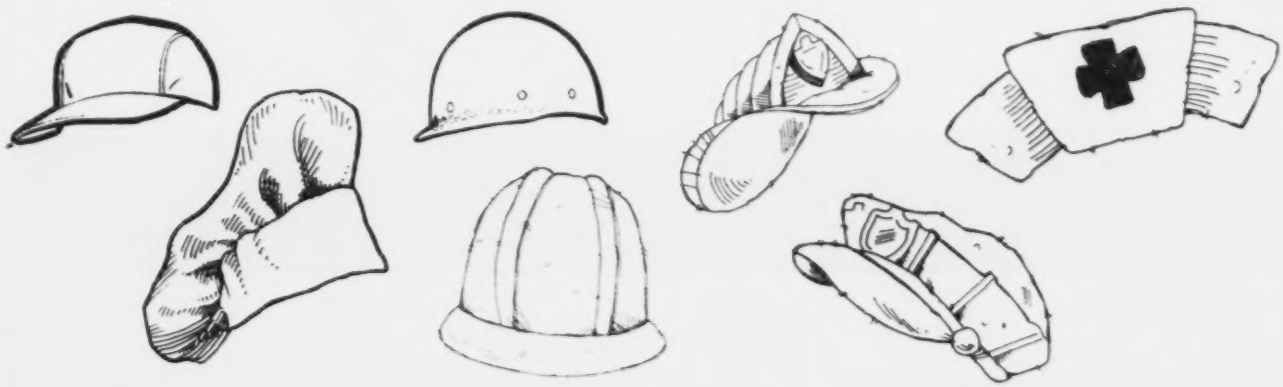
Non-Traditional Enrollment

[Non-Traditional, in this context, refers to students who are in programs that are not traditional for their gender. This applies to males in business office, home economics, and health areas and to females in agriculture, industry, and the public/protective services.]

- 26.5% of gender-dominant programs were nontraditional enrollees.
- The secondary system had the highest rate of nontraditional enrollment 29.4%, followed by higher education with 20.8% and technical colleges with 13.8%.



Note: It may be noted, however, that enrollment in a particular program at the secondary level may not be an indicator of entering that occupation. At the postsecondary level, enrollment in nontraditional programs more often lead toward employment in nontraditional fields. For example, when considering the relatively high male enrollment in secondary-level home economics programs, state labor statistics indicate that proportionately fewer males enter occupations in home economics.



- There were differences, among the agency types, in nontraditional enrollment, as follows:

Secondary Systems

58.3% were males in business (office);

25.6% were males in home economics;

8.8% were females in industry;

6.7% were females in agriculture; and

.7% were males in health.

Technical Colleges

41.7% were females in industry;

20.4% were males in health;

19.0% were males in business (office);

13.8% were males in home economics;

3.9% were females in the public/protective services; and

1.3% were females in agriculture.

Higher Education

51.1% were males in health;

21.4% were females in the public protective services;

15.6% were males in business (office); and

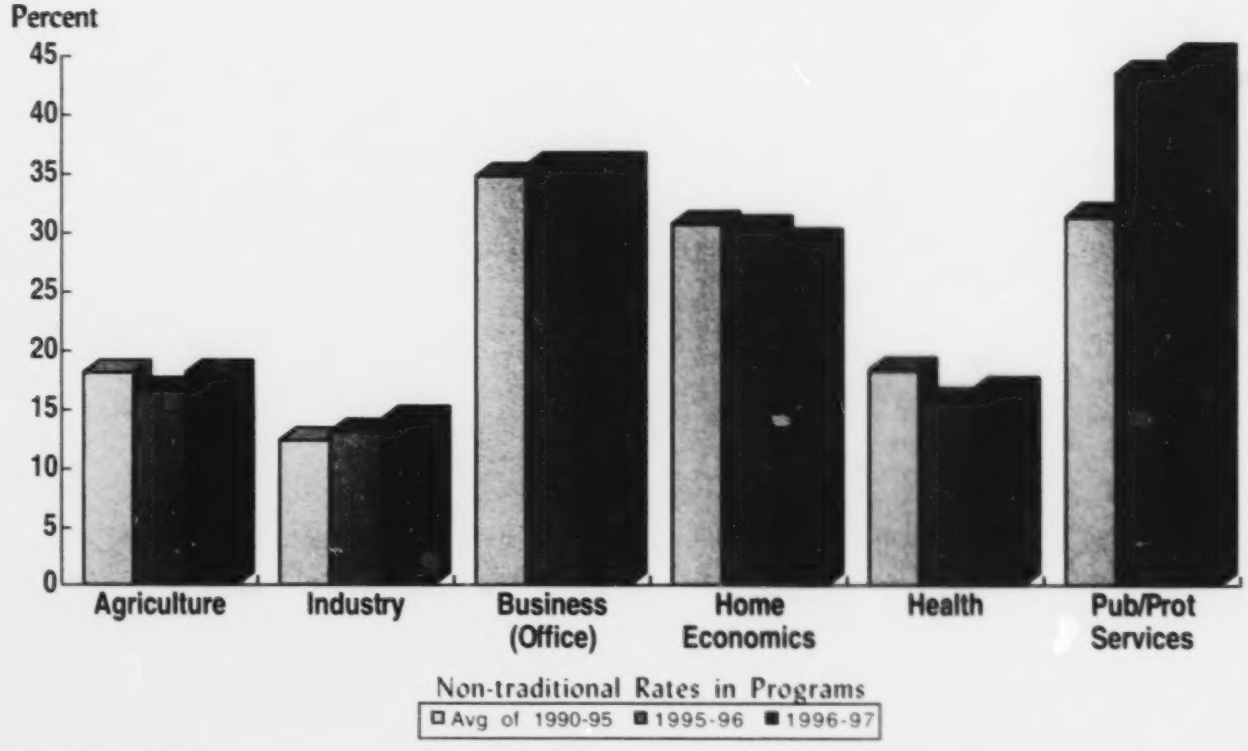
12.0% were females in industry.

Changes in Non-Traditional Enrollment 1990-97

- Over the seven year period, nontraditional enrollment rates have fluctuated slightly.

1990-91	39,926	24.4%
1991-92	42,601	24.6%
1992-93	42,775	25.4%
1993-94	40,963	27.7%
1994-95	42,607	27.5%
1995-96	37,743	26.5%
1996-97	46,368	26.5%

- In 1996-97, programs in public protective services had the highest rate of nontraditional enrollment: 370 or 43.6% of the enrollment in this field were females.
- Business (office) and home economics programs continued to exceed the 25% requested for gender integration of programs. Males comprised 36.9% and 30.4%, respectively, of enrollments.
- Agriculture programs had females consisting 19.4% of enrollment.
- Industry continued to have the lowest rate of nontraditional enrollment. However, small increases are evident each year. This year, females were 4,968 or 14.7% of enrollment in industry programs, the highest female rate in the six years of the study.



Females In Industry Programs

[National and state goals for vocational education include the increased participation of under-represented groups in higher level skills for increased national productivity. It is generally recognized that females are under-represented *in industry. This general interest, coupled with* the state's lower vocational enrollment in industry, motivates a closer examination of females in this category, particularly in the subcategories that comprise this area.]

Actual Enrollment

- In 1996-97, there were 4,968 females enrolled in industry programs. This is an increase over previous years of charting progress in this area.
- Some industry program areas show trends of increasing female enrollment while others show decreases.

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Engineering Technologies	259	214	191	150	2,491	2,101
Industrial Arts	1,400	2,069	1,855	3,168	1,222	1,868
Mechanics and Repairers	546	572	528	365	339	315
Precision Production	683	670	614	474	436	590
Transportation and Material Moving	56	37	38	46	19	42
Construction Trade	158	157	140	69	49	52
Architecture	794	336	352	-	-	-
TOTALS	3,896	4,055	3,718	4,272	4,556	4,968

Female Rates In Programs

[Rate of enrollment examines each agency type and identifies the percentage of the program enrollment which females comprise.]

- The secondary systems enrolled 3,334 (67.1%) of females in industry programs. These were in the general programs of industrial arts, engineering technologies, and mechanics and repairers.
- The technical colleges (enrolling 1,505 or 30.3%) provided more diversity in programs for specific areas of career training.
- Higher education (enrolling 129 or 2.6%) provided industrial arts, usually with an emphasis in one or more specific areas of industry.

Industry Programs	Secondary Systems	Technical Colleges	Higher Education
Engineering Technologies	21.3%	17.6%	19.9%
Industrial Arts	13.6%	46.9%	
Mechanics and Repairers	22.1%	8.0%	
Precision Production		14.4%	
Transportation and Material Moving		3.8%	
Construction Trades		7.8%	

Note. Engineering Technologies (such as civil technology, industrial production technology, etc.). Industrial Arts (such as energy, power and transportation, and electricity, electronics). Construction Trades (such as carpentry, plumbing, electrician). Mechanics and Repairers (such as automotive mechanics, small engine repair). Precision Production (such as welding, millwork and cabinet making, machine tool operation, upholstering, etc.). Transportation and Material Moving (such as truck and bus driving, construction equipment operation, material handling, etc.).

Enrollment Summary 1996-97

Numbers in Parentheses are % Nontraditional

Code	Field Titles	Secondary Systems		Technical Colleges		Higher Education		Totals	
Totals		**128,629**	**(29.4)**	**26,089**	**(13.8)**	**5,183**	**(20.8)**	**160,079**	**(26.5)**
A.	**Agriculture**	13,084	(19.9)	118	(39.0)	-	-	13,202	(19.4)
1.	Agribusiness and Agric Products	-	-	89	(48.3)	-	-	89	(48.3)
2.	Agriculture Sciences	13,084	(19.9)	1	(0.0)	-	-	13,085	(19.2)
3.	Renewable Natural Sciences	-	-	28	(10.7)	-	-	28	(10.7)
B.	**Industry**	20,537	(16.2)	12,524	(12.0)	650	(19.9)	33,711	(14.7)
15.	Engineering Technologies	6,863	(21.3)	2,899	(17.6)	650	(19.9)	10,412	(20.2)
21.	Industrial Arts	13,588	(13.6)	32	(46.9)	-	-	13,620	(13.7)
46.	Construction Trades	-	-	664	(7.8)	-	-	664	(7.8)
47.	Mechanics and Repairers	86	(22.1)	3,704	(8.0)	-	-	3,790	(8.3)
48.	Precision Production	-	-	4,110	(14.4)	-	-	4,110	(14.4)
49.	Transportation and Material Moving	-	-	1115	(3.8)	-	-	1,115	(3.8)
C.	**Business (Office)**	55,386	(39.7)	5730	(11.9)	705	(23.8)	61,821	(36.9)
7.	Business and Administrative Support	55,386	(39.7)	5415	(9.3)	628	(21.2)	61,429	(36.8)
11.	Computer and Information Sciences	-	-	315	(57.1)	77	(45.5)	392	(54.9)
D.	**Home Economics**	32,302	(29.8)	1,004	(49.5)	-	-	33,306	(30.4)
12.	Consumer Personal Miscellaneous	-	-	758	(58.4)	-	-	758	(58.4)
20.	Vocational Home Economics	32,302	(29.8)	246	(22.0)	-	-	32,548	(29.8)
E.	**Health**	1,721	(15.4)	6,066	(12.1)	2,892	(19.1)	10,679	(14.5)
17.	Allied Health	1,721	(15.4)	6,006	(12.1)	2,892	(19.1)	10,679	(14.5)
F.	**Marketing**	5,599	(61.9)	109	(72.5)	-	-	5,708	(62.1)
8.	Marketing and Management	5,599	(61.9)	54	(85.2)	-	-	5,653	(62.1)
50.	Visual and Performing Arts	-	-	55	(60.0)	-	-	55	(60.0)
G.	**Public/Protective Services**	-	-	203	(68.5)	645	(35.8)	848	(43.6)
22.	Law and Legal Studies	-	-	-	-	26	(73.1)	26	(73.1)
42.	Psychology	-	-	71	(90.1)	-	-	71	(90.1)
43.	Protective Services	-	-	132	(56.8)	619	(34.3)	751	(38.2)
H.	**Other**	-	-	513	(46.8)	291	(63.2)	804	(52.7)
24.	General Programs	-	-	-	-	291	(63.2)	291	(63.2)
32.	Basic Skills	-	-	439	(38.5)	-	-	439	(38.5)
60.	Misclassified	-	-	74	(96.0)	-	-	74	(96.0)

Note: NonT = Nontraditional Students. Code refers to classification index program numbers, which designate field titles. Since the Marketing and Other categories are either gender integrated (having no gender with less than 25% enrollment) or are not analyzed by gender, enrollment rates in their programs are of females.

Institutional Strategies and Barriers to Increased Participation of Non-Traditional Students

Interactions between students and educational institutions influence student participation (Tinto, 1987). These interactions may serve to support or discourage student participation. Special populations have greater need for institutional support than do traditional students (National Center for Research in Vocational Education, 1992). Additionally, by being nontraditional, these students may experience difficulties, or barriers, beyond those of traditional students in an institution.

Funded schools reported their actions on a survey designed to identify strategies utilized to recruit students, retain them in programs, and place them successfully in related occupations. They reported the following activities for each category.

Recruitment

Institutional strategies may serve to attract and facilitate nontraditional enrollment.

Strategies	Percent of Institutions Using the Strategy	Mean Number of Efforts
Pre-scheduled, advertised informational meetings for prospective students.	84%	17 meetings
Inservice meetings with personnel from feeder schools to plan methods for attracting students into nontraditional vocational programs.	82%	4 meetings
Public press releases specifically planned to attract nontraditional students.	78%	7 press releases
Admission services (assistance in completion of admission and financial aid forms, suggestions for transportation and childcare, etc.).	71%	94% served
Co-operative arrangements with off-campus funding and other support groups to facilitate non-traditional student enrollment.	71%	9 arrangements
Written letters, guidelines, etc. directed to personnel from feeder schools to shape non-stereotyping behaviors in the classroom and to guide students' vocational decisions.	61%	7 activities
Involvement of non-traditional students in planning and implementation of recruitment strategies.	53%	3 events

BEST COPY AVAILABLE

Retention

Institutional strategies interact with student factors to retain or discourage student completion of programs.

Strategies	Percent of Institutions Using the Strategy	Mean Number of Efforts
Faculty making special efforts to foster positive attitudes toward nontraditional students.	94%	74% of faculty
Faculty helping to remove bias and stereotyping.	90%	80% of faculty
Meetings with special groups directed toward the promotion of sex equity in retention.	84%	8 meetings
Evaluation of school materials and activities for sex bias and stereotyping.	84%	69% of materials
Inservice meetings with counselors and/or teachers within the institution that address sex equity in programs.	82%	3 meetings
Instructional materials evaluated to identify sex bias and stereotyping.	80%	64% of materials
Evaluation of school materials and activities for attractive features for nontraditional students.	80%	57% of materials
Different releases of written letters, guidelines, etc. announcements that promote positive attitudes toward nontraditional students.	76%	9 releases
Having courses with supplementary information/activities for those having background deficiencies.	69%	69% of courses
Having faculty who are nontraditional.	57%	15% of faculty
Events having nontraditional gender speakers for purposes of retention and serving as role models.	54%	3 events

Placement

Institutional strategies may prepare students for job placement and may aid employers in accepting nontraditional students.

Strategies	Percent of Institutions Using the Strategy	Mean Percent of Students Served
Identifying prospective employers; preparing a resume; practicing job interviewing skills.	84%	84%
Planning for good work skills.	80%	90%
Learning about employers.	76%	88%
Informing students about job agencies, and job placement coordination.	73%	75%
Planning job adjustment strategies, and providing assistance after placement.	73%	93%
Informing about job agencies, about completers.	69%	67%
Employer contacts to identify former student needs.	65%	76%
Hearing speakers from business and industry and former graduates.	65%	74%
Planning transportation, daycare, home/work schedule.	61%	72%
Planning internships, practica, etc.	53%	71%

Special Projects and Activities

Funds through Section 221 and 222 Carl D. Perkins Vocational and Technology Education Act Amendments of 1990 were designated by law for competitive grants to institutions.

- Section 221 funds aimed toward the increased participation of single parents, displaced homemakers, and single pregnant women. Projects in this category are often given an abbreviated name, *Single Parent Projects*.
- Section 222 funds aimed to eliminate sex bias. Projects in this category are often referred to as Sex Equity Projects.

[LTC refers to a Louisiana Technical College System Campus.]

Agencies with Single Parent-Special Projects

Caddo Parish Schools
Lafayette Parish Schools
Rapides Parish Schools
St. John Parish Schools
West Baton Rouge Schools
LTC-Bastrop Campus Schools
LTC-Evangeline Campus
LTC-Lafayette Regional Campus
LTC-Natchitoches Campus
LTC-Sidney N. Collier Campus
Louisiana State University-Alexandria
Louisiana State University-Eunice
Southern University
The University of Southwestern Louisiana

Agencies with Single Parent Direct Services Projects

Caddo Parish Schools
Concordia Parish Schools
DeSoto Parish Schools
East Baton Rouge Schools
Iberia Parish Schools
Lafayette Parish Schools
LTC-Acadian Campus
LTC-Alexandria Campus
LTC-Ascension Campus
LTC-Avoyelles Campus
LTC-Bastrop Campus
LTC-Baton Rouge Campus
LTC-Charles Coreil
LTC-Delta Ouachita Campus
LTC-Evangeline Campus
LTC-Florida Parishes Campus
LTC-Gulf Area Campus
LTC-Hammond Campus
LTC-Jefferson Campus
LTC-Jefferson Davis Campus
LTC-Jumonville Memorial Campus
LTC-Lafayette Regional Campus
LTC-Lafourche Campus
LTC-Lamar Salter Campus
LTC-Mansfield Campus
LTC-Natchitoches Campus
LTC-New Orleans Campus
LTC-North Central Campus
LTC-Northeast Campus
LTC-Oakdale Campus
LTC-Ruston Campus
LTC-Shelby Jackson Campus
LTC-Sidney N. Collier
LTC-Slidell Campus
LTC-South Louisiana Campus
LTC-Sowela Campus
LTC-Sullivan Campus
LTC-Tallulah Campus
LTC-Teche Area Campus
LTC-T.H. Harris Campus
LTC-West Jefferson Campus
LTC-Westside Campus
LTC-Young Memorial Campus
Bossier Parish Community College
Elaine Nunez Community College
Nicholls State University
Southeastern University
Southern University
The University of Southwestern Louisiana
Louisiana State University-Alexandria
Louisiana State University-Eunice

Agencies with Sex Equity Projects

Ascension Parish Schools
Caddo Parish Schools
City of Monroe Schools
Lafayette Parish Schools
Rapides Parish Schools
St. John Parish Schools
LTC-Alexandria Campus
LTC-Ascension Campus
LTC-Avoyelles Campus
LTC-Bastrop Campus
LTC-Baton Rouge Campus
LTC-Delta-Ouachita Campus
LTC-Evangeline Campus
LTC-Gulf Area Campus
LTC-Hammond Area Campus
LTC-Jumonville Memorial Campus
LTC-Lafayette Regional Campus
LTC-Lafourche Campus
LTC-Lamar Salter Campus
LTC-Northeast Campus
LTC-Northwest Campus
LTC-River Parishes Campus
LTC-Shelby Jackson Campus
LTC-Sidney N. Collier Campus
LTC-Slidell Campus
LTC-South Louisiana Campus
LTC-Sowela Campus
LTC-Tallulah Campus
LTC-T.H. Harris Campus
LTC-West Jefferson Campus
LTC-Westside Campus
LTC-Young Memorial Campus
Louisiana State University-Alexandria
Louisiana State University-Eunice
Louisiana Tech University
Southern University
The University of Southwestern Louisiana

Agencies with Community Based Organization Projects

Orleans Parish Schools
LTC-New Orleans Campus
LTC-Sidney N. Collier Campus
LTC-T.H. Harris Campus
Southeastern University

Agencies with State Leadership Projects

Louisiana Tech University
The University of Southwestern Louisiana

BEST COPY AVAILABLE

Achievements

Outreach 59 Projects
Financial Support Services 59 Projects
Guidance and Counseling 56 Projects
Preparatory Services 47 Projects
Special Services 40 Projects

- In this category 72 funded projects, including CBO's, implemented activities to support these special groups. (Two of these were state projects providing outreach services to educators and are reported in a separate section.)
- Activities achieved by the local projects (in order of most frequent) were outreach, guidance and counseling, student financial support services, preparatory services, and special services.

Outreach activities were reported by (59) projects. These included mass media publicity, community and school presentations, tours, workshops, seminars, etc..

Guidance and Counseling activities were provided by 56 projects and included one-on-one and group sessions, drug abuse seminars, support groups, etc.

Financial Support Services: Of the responding projects, 59 (including CBO's) reported a total expenditure of $840,739.44. The breakdown is as follows:

Tuition: A total of 43 projects reported tuition payments for a total of 1,212 recipients and expenditures of $198,853.49 in this category. The state average payment was $164.07.

Books and Materials: As reported by 43 projects, 1,222 students were served in this category at an average of $149.86 per recipient and a total cost $183,128.10.

Child Care: There were 418 students provided child care costs by 39 projects at total state expenditures of $267,011.26 and an average of $638.78 per student.

Transportation: A total of 25 projects reported payments for transportation to 602 students at $137,144.62. The average paid per student was $227.81.

Preparatory Services, reported by 47 projects, consisted of services relating to career planning, personal development, educational improvement, job preparation, etc.

Special Services, reported by 40 projects, consisted of offerings such as tutoring, job skills training, health education classes, interview skills seminar, and other specialized assistance.

Projects for Single Parents, Displaced Homemakers, and Single Pregnant Women

BEST COPY AVAILABLE

One School's Experience

"A lack of positive self-esteem remains very high on the list of barriers experienced by academically and economically disadvantaged students. Those students come to us after having failed numerous times in the past. Life has robbed many of them of their natural human resources and there seems to be no motivating force strong enough to convince them that there is actually a better way of life. Workshops and numerous sessions on a one to one basis does enhance positive changes.

Retention of this type individual becomes easier when we become involved in understanding their personal life. In many cases there is a strong lack of support from the family and friends, because they too are suffering the same ills.

The best and only way to address the needs of our participants is to continue to promote all of the positive forces.

Although lack of transportation continues to be a major barrier in this rural community for many students, we continue to make strides to alleviate this problem. A group of service agencies continue to meet, write grants, and discuss possibilities for a transit system that will not only offer transportation to school but to work also.

We (the institute) were able to continue the agreement with a child care center to provide transportation to students whose children are in their center. This continues to work extremely well! SMILE Community Agency continues to transport students in their delivery area for a fee of $4.00 per day. This too is a great enhancement to the program. Evangeline's goal is to continue to recruit individuals who are willing to embark on transportation.

The Council on Aging also continues to offer transportation to our students. This too is a reliable source and indeed is meeting with much success. Our goal is to continue to enhance our transportation program. These ventures will indeed be the solution to what has been a major problem.

Lack of child care assistance was a major barrier several years ago, but this past year has proven that innovative ideas can work in assisting students reach their goals. For the most part, this phase is being addressed successfully. Evangeline has a very effective networking system. We network closely with agencies in this and surrounding communities. Agencies such as Project Independence, SMILE Community Action agency, Child Care Assistance, Motivation Education of Louisiana, etc. are called upon to aid with child care assistance."

Excerpts from LTC Evangeline Campus

Barriers and Problems Most Frequently Experienced

Single Parent Projects noted several barriers that impeded the progress of students. These categories were the mentioned, with the preceding number indicating frequency:

29	Child Care Difficulties
28	Financial Problems
21	Transportation Difficulties
15	Math and Academic Problems
13	Management of Home/Work Life
7	Lack of Self-Concept
4	Lack of Family Support
4	Family Problems
2	Lack of Information on Opportunities
2	Parental Stress
2	Low Aspirations
2	Need for Tutoring
1	Lack of Jobs
1	Lack of Emotional Support

Problems Best Addressed by Projects (sample responses):

Providing child care and travel financial support

Providing tuition and text materials

Reimbursements for tools

Providing tutoring to counter absenteeism due to sick children at home

Remediation of basic skills and new employment skills

Testimonies on radio ads encouraged single parents with low self-esteem also to enroll in programs

Development of Individual Family Plans with goal oriented approach to career plans and family plans

Serving students who would have been restricted through welfare reform laws

Special efforts to find also university students to car pool with project students

BEST COPY AVAILABLE

Factors Facilitating Project Success (sample responses):

- Highly qualified staff
- Referrals, cooperation of and support from other agencies and the community
- Intake interviews on entry
- Listening to and understanding students
- Maintaining communication with students
- Coordination of services with other agencies
- A good orientation program supplemented with guidance and counseling
- Referrals from other agencies and outreach through advertising
- Integration of program components and services
- A teen parent educator/home visitor working with the families and helping teen parents stay in school
- Accommodating individual differences
- Use of advanced technological equipment

One School's Experience

The new guidelines given to us from the Department of Vocational Education concerning child care has helped tremendously. Because of certain localities and circumstances, there becomes a need to allow children to be enrolled in home day care centers. And these guidelines have made this happen.

There will always be barriers to contend with, however, the Single Parent/Gender Equity Programs will continue to work diligently to help ease the burdens students must face if we are to help them become productive citizens.

Excerpt from LTC Evangeline Campus

A Project Success Story

A very young mother came to this institute the past school year with a multitude of problems. Her major problems, of course, were child care and transportation, especially for her child. Her only means of transportation was with her mother. They lived approximately 15 miles from school in a very rural community with no Class A child care center.

After several days of searching, we discovered that a friend in her community did indeed hold a valid "Family Day Care" registration. Her mother was able to drop the child off early in the morning, pick her (student) up and drive her to school. This worked extremely well.

Our young mother received her GED in record time and pursued a major in electronics. As life would have it, by the summer session, she was out of school. However she was not about to be forgotten.

She was successfully recruited back into school. She has changed her major to Office Systems Technology and is meeting this course with even greater success. The transportation problem has been solved. She has moved within walking distance of the school. Her child is being cared for by a neighbor who has received her registration for Family Home Day Care.

This young mother had absolutely no source of income. She was sent to the welfare department, she was accepted for AFDC and is now on Project Independence. PI is paying for child care assistance, JTPA is covering her tuition, books and supplies. She will receive a Pell grant shortly which will greatly enhance her finances.

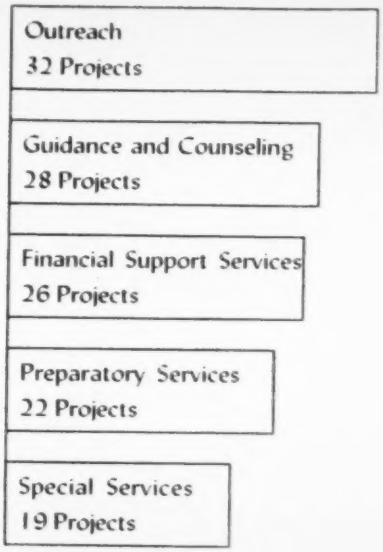
She and her child are enrolled in a program sponsored by the St. Martin Parish School Board for those pursuing a GED. She has already attained her GED, however the child was enrolled several months prior and will begin attending school at age three. This eliminates the need for child care assistance. The mother will receive parenting classes on a regular basis. The possibilities continue to be endless for her. We are pleased by her accomplishments!

Excerpt from LTC Evangeline Campus with slight omissions for confidentiality

BEST COPY AVAILABLE

Projects for Sex Equity

Achievements



- In this category 36 funded projects implemented activities to support these special groups. (One of these is a state project, reported separately.)
- Activities achieved by the local projects (in order of most frequent) were outreach, guidance and counseling, student financial support services, preparatory services, and special services.

Outreach Activities were reported by 32 projects.

Guidance and Counseling Services, reported by 28 projects, were self-esteem workshops, one-on-one and group counseling, career preparation, etc.

Financial Support Services were reported by 26 projects at a total expenditure of $189,904.11. The breakdown was as follows:

Tuition—A total of 23 projects reported tuition payments for 348 recipients and total expenditures of $61,254.00 in this category. The state average tuition payment was $176.02.

Books and Materials—As reported by 23 projects, 238 students were served in this category at an average of $211.59 per recipient and a total cost of $50,359.07.

Child Care—There were 69 students provided child care costs by 17 projects at a total expenditure of $24,319.69 and an average of $352.46.

Transportation—A total of 12 projects reported payments for transportation to 145 students at $34,645.43. The average paid per student was $238.93.

Other—One project reported other expenses for students at a total cost of $300.00.

Preparatory Services, reported by 22 projects, were career center tours, computer instruction, job training and job seeking skills, etc.

Special Services, reported by 19 projects, were gender equity workshops, sexual harassment workshops, remedial skills training, etc.

BEST COPY AVAILABLE

Barriers and Problems Most Frequently Experienced

Sex Equity projects identified several barriers that impeded the progress of students. Factors cited, with the preceding number indicating frequency, were:

18	Financial Problems
5	Transportation Difficulties
4	Child Care Difficulties
4	Lack of Self-Esteem/Insecurity
3	Management of Home/Work Life
3	Academic Deficiencies
3	Lack of Information about Resources, Jobs, etc.
3	Family Problems
3	Personal Problems
1	Gender Bias and Stereotyping
1	Low Self-Discipline

Student Problems Most Difficult to Address by Projects (sample responses):

- Keeping students enrolled
- Student motivation - to get some females to feel deep down within themselves that they can perform as well as males in the classroom and on the job
- Traditional family and cultural barriers, such as expectations that females do not belong in trades
- Insufficient class time for career awareness about nontraditional fields
- Problems with physical aspects of programs, such as for females in construction
- Limited funds, and the limited ways in which the funds may be used
- Lack of money for miscellaneous expenses
- Daycare charges that exceed the allowance
- Lack of transportation - both private and public
- Providing needed tools for nontraditional courses requiring them
- Paying for physical exams, certification tests, etc. for health program students

Outreach was a frequent use of funds in sex equity projects. Generally, outreach served both to recruit students and to strengthen community acceptance of nontraditional gender/occupational roles. Examples of outreach were:

- Reproducing copies of "Sources of Financial aid" that explain the sex equity program
- Printing and disseminating flyers, such as 5,000 copies about school programs
- Public service announcements to recruit students
- Billboard, magazine, newspaper, radio and television advertising of nontraditional programs
- Purchasing and distributing promotional items
- Mailing program information to community and state organizations, community leaders, community and grass-root organizational personnel and University personnel and staff
- Eighth grade students participating in a nontraditional career conference
- Bus trips to technical colleges

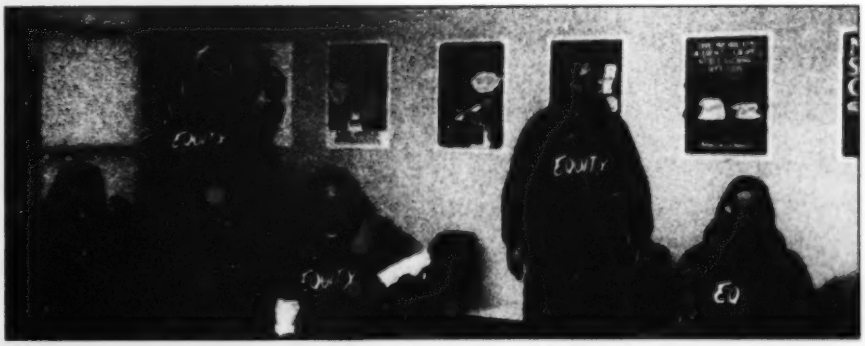
State Recognizes Outstanding Projects

Outstanding project awards went to Brian Camp, Louisiana Tech University; Mary Ellen Stegall, The University of Southwestern Louisiana; and Margaret Richard, LTC - Evangeline

USL's *Project IMPROVE*, under Mary Ellen Stegall's direction, was named Outstanding Project. "The project's overall goal is to increase the employment opportunities for single parents and displaced homemakers by encouraging their enrollment and successful progress in the two year (associate degree) program in Industrial Technology," said Stegall. Serving approximately 20 students, the project focuses on recruitment (college entrance), retention (participation and progress in vocational education), and placement (preparation for and entrance into the world of work). Special features include access features such as Saturday services and a Sunday workshop series; videotape resources; loan of textbooks; study guides and other support materials; a study-buddy program with students pairing with others for study; five free workshops for current and prospective students on study skills, parenting, resume-building, industrial technology careers, and communication skills.

Students meet weekly with their study buddies.

Louisiana Tech's Sex Equity Encore Performers received second place in the state awards program. The project, under the direction of Dr. Brian Camp, demonstrates the hurt and injustice of unfair gender treatment through a series of small skits which address various equity issues. Dramatization of sexual harassment, occupational bias and stereotyping, home violence, etc. emphasize the thinking and emotions that accompany such treatments. The material and scenes planned and dramatized by Louisiana Tech students aim to provide greater awareness of gender issues. Few stage props are needed, facilitating their outreach services. They perform for educational groups which request and host their production.



Sex Equity Encore performers dramatize gender issues.

Project Self-Sufficiency of LTC-Evangeline Campus was also honored. Headed by Margaret Richard, the project provides various assertive outreach and support services. Outreach is done on a personal basis through one to one visits to health centers, welfare department offices, classes for unwed mothers, home visits, shelters, churches, organizations, etc. Students entering the college are offered a variety of services, such as professional counseling, developmental studies, and other supports. In addition to its own services, the project helps students to access the resources of other agencies and works with those agencies to explore new alternatives for meeting student needs. Unique arrangements in areas of child care and transportation have contributed to student educational achievement.

Note: 1998 project and student awards are reported here.

Projects for State Services

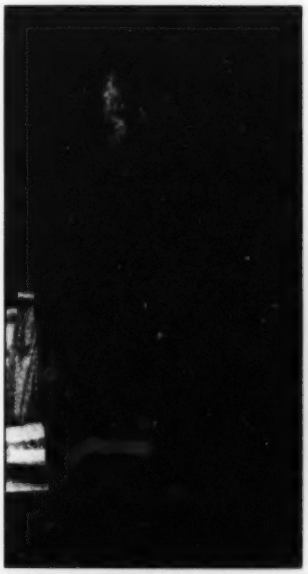
The state was active in many areas of gender equity. The state equity administrator conferred with various agencies and served as a liaison in matters of gender equity between vocational education and many other public and private groups. Additionally, Perkins project funds were administered by this office.

Two agencies provided statewide services in areas of gender equity. Both the University of Southwestern Louisiana (USL) and Louisiana Tech University provided professional development through the annual gender equity spring conference. The 1997 conference theme, *Building Networks for Vocational Equity*, led to various topics on school and workplace linkages for approximately 120 participants. Both agencies provided additional in-service training to groups of professionals.

First Lady Alice Foster addresses conference participants.

Other leadership activities were implemented also through USL's *Louisiana Equity* project. Among these were a fall workshop on responses to welfare changes, conducted in Baton Rouge for new and continuing project personnel. A newsletter on gender equity issues and strategies was published three times during the year. Also, the project designed, published, and disseminated over 100,000 pamphlets, brochures, bookmarks, and posters for the use of educators throughout the state. Statistics from various labor and other sources were gathered and analyzed. Over 40 workshops on topics such as nontraditional careers, leveling the workplace, and countering sexual harassment were conducted for educators throughout the state. Video and other materials were available for loan by check-out requests from educators. Awards to projects and students were also coordinated and sponsored through *Louisiana Equity*.

All projects participated in a formal evaluation process, with central collection and analysis by *Louisiana Equity*. Aggregated results were printed in this formal report.



Judith Herring of Access to Real Choices explains nontraditional job entry strategies.

Conference participants consider student job entry.

Note: Pictures shown are from the 1998 conference.

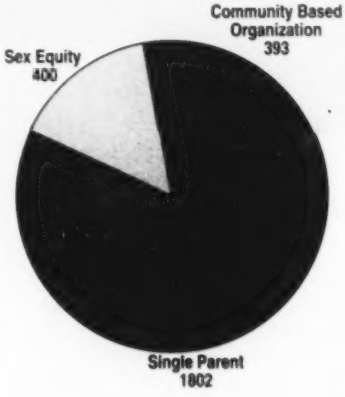
Projects for State Services

BEST COPY AVAILABLE

Profiles of Students in Projects

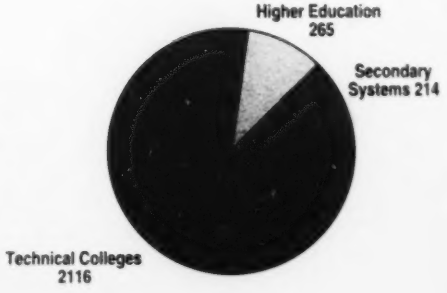
In 1996-97, Louisiana's Single Parent and Sex Equity Projects documented services to 2,595 students.

Project Type



- Of these 2,595 students, 400 (15.4%) were in Sex Equity Projects, and the remainder were in Single Parent Projects. Of single parent students, 1,802 (69.4%) were in secondary and postsecondary institutions and 393 (15.2%) were in community based organizations.

School Type



- Technical colleges enrolled the largest number 2,116 or (81.5%) of these students, followed by higher education with 265 or (10.2%) and secondary systems with 214 or (8.3%) of the students.

Gender

	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Females	1740	258	376	2374
Males	58	140	16	214
Total	1798	398	392	

- Gender - Females were 91.7% of the 2588 with reported gender.

- Race - Black students comprised 54.8% of all projects; white students, 40.8%; other groups, .4%.

- Of each project type, black students had the highest participation rate in community based organization projects (73.0% of those in the project) and in single parent projects (55.4%). White students had the highest participation rate in sex equity projects (61.2% of those in projects) and single parent projects (41.3%).

BEST COPY AVAILABLE

Norma Hall Recognized as Outstanding Student

Norma Hall receives her award from Mrs. Alice Foster. Also pictured is her intructor, Betty Lombas.

High level achievement at LTC-Young Memorial and successful employment in her field earned Norma Hall outstanding recognition. Betty Lombas of Young Memorial states that Norma is an exemplary and enthusiastic student, for she has maintained a 3.8 GPA while carrying a full schedule. Norma exemplifies both leadership and teamwork. "As a welfare recipient, single parent, and as an older student, she has overcome many obstacles, yet she is an inspiration to others because of her positive attitude and willingness to put in the hard work necessary to become successful." "Her diligence and dedication to do a good job, both as a parent and student, makes her an excellent candidate... for this award," says Norita Comeaux of Job Service. Edith Hover, also of Young Memorial, respects Norma as an "excellent example of what dedication and effort in the classroom represents."

Norma realizes that education is the first step towards a better life for her and her family. Two years ago a friend suggested that she and her son make a change, relocate, and try to get her life back on track. She made the transition, anticipating only the best to happen. Through Project Independence, she successfully completed the Louisiana Employment Service On-the-Job Training Program in August of 1997. Still lacking the computer knowledge that she needed to get back into the workforce, she searched other avenues for assistance. In August of 1997, she was accepted through the Single Parent Program at Young Memorial. Financial assistance allowed her to realize that her goals can and will be achieved.

Apart from being nominated for the outstanding Student Award, Norma says that another of her major achievements is that she has adapted to change. "In terms of getting back on track, I have thought seriously about who I am, where I am in life, where I want to be, and how I can get there. I realize that going back to the educational system for more skills and additional training was my only option."

- Age - The 25-34 year group was largest (33.1%) followed by the 18-21 year group (20.1%).

Age

Age Range	Type of Project			
	Single Parent	Sex Equity	CBO	Total
0-17	84	9	32	125
18-21	378	93	108	579
22-24	294	53	23	370
25-34	611	137	62	810
35-44	307	74	71	452
45-54	70	28	53	151
55-64	14	2	9	25
65 and older	3	1	4	8
Missing	41	3	31	75

- Marital Status - Single parents with children comprised the largest group of non-displaced homemakers; divorced status was high in both groups.

Marital Status of Displaced Homemakers

Marital Status	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Divorced	133	12	65	210
Separated	59	10	72	141
Widowed	12	5	12	29
Married, Spouse Disabled	12	2	3	17
Married, Spouse Unemployed	10	6	2	18
Loss of Public Assistance	4	0	0	4

Marital Status of Non-Displaced Homemakers

Marital Status	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Married, Spouse Present	22	53	4	79
Married, Spouse Absent	11	7	7	25
Single, with Children	804	76	173	1053
Single, without Children	37	109	21	167
Divorced	88	14	1	103
Separated	64	7	3	74
Widowed	5	1	0	6
Young Dependent	5	0	0	5
Unemployed or Underemployed	121	38	2	161

BEST COPY AVAILABLE

Laura Rodrique Named State's Outstanding Student in a Nontraditional Field

Today, Laura Rodrigue is successfully employed for Tube-Alloy, an oilfield product manufacturer. Earning more than the average salary for associate degree completers in technology, Rodrigue says, "My associate degree made all the difference. Without a degree, I would not have this job."

Since she was a little girl, one of eight daughters on a farm, Laura Rodrigue had enjoyed working outdoors and working with her hands. She liked physical activity, using tools, and achieving improvements with them. As an adult, her access to the oil industry and her love for the outdoors and trades led her to work experiences in the oilfield, some of which were offshore.

She liked her work, but other life changes made her conclude that she needed a higher level of work in the oil industry. As the result of a divorce, Rodrigue became a single parent to her five year old daughter, Brittany, and moved to Lafayette. Offshore work would keep her away from her daughter, and other jobs were just not as income producing. Laura decided to upgrade her skills through vocational education.

Rodrigue's goal was to learn about computers and to complete an associate degree in Industrial Technology. The college degree, she thought, would make her more marketable for higher level jobs. She enrolled at the University of Southwestern Louisiana, where she received Project Improve tuition assistance and supportive services. "I really got a lot of support from the project and other participants", Rodrigue says.

Mrs. Alice Foster presents Outstanding Student Award to Laura Rodrique, as Mary Ellen Stegall looks on.

Her main concerns included financial matters and maintaining balance in her family/school/work life. For the former, she utilized financial aid, Perkins monies, and a campus job. She was able to juggle school, work, study, and raising Brittany through time management and organization as well as support from her sister, the YMCA child care program, and Brittany. "I worried about neglecting her, but Brittany was great about encouraging me with my school work."

After two years, she completed the program, having made the dean's list every semester but one. She belonged to the National Association for Industrial Technology and was a charter member for the Society of Women Engineers at USL. Rodrigue was also invited to join Gamma Beta Phi Honor Society and the National Dean's List Publication. She somehow also found time to volunteer at Brittany's school.

These special efforts and attitudes led to high achievements, worthy of special state recognition.

- Sources of Income - Food Stamps, salary, and AFDC were the most frequent sources of income.

Sources of Income

	Type of Project			
	Single Parent	Sex Equity	CBO	Total
AFDC	468	48	105	621
Salary	429	153	56	638
Spousal Support	48	30	11	89
Child Support	337	37	28	402
Other Public Asst.	50	4	24	78
Social Security	138	39	21	198
Food Stamps	772	90	155	1017
Medicaid	433	55	76	564
Other	257	73	116	446

- Dependents - One, two, and three dependents were most frequent.

Number of Dependents

	Single Parent	Sex Equity	CBO	Total
0	62	129	63	254
1	695	103	164	962
2	463	70	71	604
3	264	39	41	344
4	97	17	14	128
5	24	6	7	37
6 or more	18	5	4	27
Missing	179	31	29	239

Prior Employment Status

Years	Full-time Employment	Part-Time Employment	Homemaker
0-1	988	1126	920
2-5	370	419	455
6-10	132	38	181
More than 10	159	23	156
Missing	946	989	883
Total	**2595**	**2595**	**2595**

BEST COPY AVAILABLE

- Educational Goals - At entry, nearly all students aimed to complete the entire program.

Educational Goals

	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Complete the Program	1411	358	128	1897
Try Courses then decide	17	3	67	87
Take Select Courses	19	4	7	30
Increase Skills Job Prep	22	1	126	149
Missing	333	34	65	432

- Sources of Funding - Pell grants and JTPA were the most frequent.

Sources of Educational Funding

	Type of Project			
	Single Parent	Sex Equity	CBO	Total
JTPA	374	80	12	466
Pell Grant	590	139	4	733
Project	121	24	1	146
Project Indep.	199	27	7	233
Voc. Rehab.	21	5	5	31
Other	149	80	9	238

Parents and children take time for a group picture during the spring picnic in Girard Park.

- Areas of Previous Employment - Sales, service work, and clerical (in order) were the most frequent work experiences.

Areas of Previous Employment

Sales	524
Service Worker	453
Clerical	441
Professional-Technical	220
Skilled trades/craft worker	209
Managerial administrative	108
Operative	79
Not applicable, have not worked outside the home	389

- Confidence levels were very high with most students being very sure.

Confidence Levels of Educational Goals

Types of Level	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Very Sure	1447	355	164	1966
Somewhat Sure	87	21	110	218
Not Sure	3	1	80	84
Missing	265	23	39	327

- Academic Program - Industry, Business (Office) and Home Economics were the most frequent choices of program.
  - Of Single Parent students, Home Economics and Business were often selected.
  - Of Sex Equity students, Industry was most often selected.

Program

Program Number	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Agriculture	0	9	0	9
Industry	76	176	0	252
Business (Office)	93	2	0	95
Home Economics	98	4	0	102
Health	2	7	0	9
Marketing	13	0	0	13
Pub Prot Services	22	3	0	25
Other	23	1	0	24
Missing	1475	198	398	2066

BEST COPY AVAILABLE

Outcomes of Project Students

By the end of the reporting period for the 1996-97 students, projects were able to report outcomes on approximately 60% (1585) of the students served that year.

This was lower than the near 80% of previous year. Reports, however, showed positive outcomes for many of the students.

- 426 students (26.8% of those with known outcomes) had completed their programs and were successfully employed in standard or above-standard position the most desirable outcome.
- 531 students (33.5%) were still enrolled in their vocational programs, making standard or above-standard progress in the program.
- 143 students (9.0%) had completed the program and had pursued options other than employment.
- 78 students (4.0%) did not complete the program, but were employed in a standard or above - standard position related to their training.

Outcomes

	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Still enrolled, making standard* or above-standard progress in the program.	417	101	13	531
Still enrolled, making below-standard progress.	29	1	17	47
Completed program, continuing education.	38	2	5	45
Did not complete program, continuing education in another area.	43	8	0	51
Completed program, employed in a standard** or above-standard position related to training.	242	49	135	426
Completed program, employed in below standard position related to training.	4	0	0	4
Completed program, employed in an area not related to training.	30	6	0	36
Did not complete program, but employed in a standard or above standard position related to training.	66	12	0	78
Did not complete program, but employed in a below-standard position related to training.	35	17	1	53
Did not complete program and not employed.	66	9	5	80
Completed program, but pursed other than above-named options.	58	10	75	143
Did not complete program, pursed other than above-named options.	65	25	1	91

BEST COPY AVAILABLE

Students served in the 1995-96 year were also tracked. The second year follow-up revealed that even more students had achieved success.

- As could be expected, fewer students (291) were still enrolled.
- 267 more students had completed their program and were successfully employed in the field of their training.

Recent student state award winners display plaques.

- 26 more students had not completed the program, but were employed in a standard or above-standard position related to their training.
- More, also, were unemployed or underemployed than they were the previous year.

Outcomes of 1995-96 Students

	in 1996	in 1997
Still enrolled, making standard* or above-standard progress in the program.	699	408
Still enrolled, making below-standard progress.	23	18
Completed program, continuing education.	46	63
Did not complete program, continuing education in another area.	68	99
Completed program, employed in a standard** or above-standard position related to training.	604	871
Completed program, employed in below-standard position related to training	22	25
Completed program, employed in an area not related to training.	36	56
Did not complete program, but employed in a standard or above standard position related training.	117	143
Did not complete program, but employed in a below-standard position related to training.	102	120
Did not complete program and not employed.	302	332
Completed program, but pursed other than above-named options.	77	110
Did not complete program, pursed other than above-named options.	83	102

BEST COPY AVAILABLE

Summary and Conclusions

Workplace and educational changes related to gender in Louisiana in 1996-97 suggest that some progress is being made in the state, but this is accompanied by a continued need to reduce wide gender gaps in some occupational areas. Many state and local efforts targeted gender issues related to the occupational gender gaps. This report identifies key efforts made toward gender equity in vocational education. Key findings were:

- Vocational enrollments reached 160,079 the highest number of the six-year period of this study. Both secondary and postsecondary systems had increased enrollment.
- Slightly more females (52% of all enrollments) than males were enrolled in vocational programs. However, males were approximately five out of six students enrolled in programs not traditional for their gender. The largest numbers of nontraditional enrollment were of males in secondary business and home economics programs.
- Slow, but steady state progress continued in female participation in industry programs, the area of greatest gender disparity. In 1996-97, females were 14.7% of total industry program enrollment, the highest rate in the six years of the study.
- Agencies with projects continued to use diverse strategies in the areas of recruitment, retention, and placement for the increased participation of nontraditional students.
- The state awarded 108 competitive grants (under Section 221, 222 of the Carl D. Perkins Applied Vocational and Technology Education Act) to educational agencies for the implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women.
- Projects focused more intently on diverse strategies to serve their students and did a better job of reporting students.
- The projects documented 2,595 student participants and over $1,030,000 in financial support services, the highest amount reported in the years of the study.
- Of project students with known outcomes, 33.5% were still enrolled in their vocational programs, making satisfactory progress, and 26.8% had completed their vocational programs and were employed in standard or above-standard positions.
- Projects for statewide leadership and evaluation implemented numerous activities such as conferences, services, and publications to promote gender equity.
- The state's Sex Equity Office administered Section 221 and 222 projects, and additionally, participated in numerous other activities, meetings, conferences, etc. to facilitate the state's progress toward gender equity. The Office collaborated with the National Alliance for Partnerships in Equity and Women Work! Networks to collect and disseminate information.

BEST COPY AVAILABLE

PROJECTS MAKING A DIFFERENCE IN VOCATIONAL EQUITY

(Excerpts from Evaluation Surveys)

Ascension Parish School Board

Eighth grade students in Ascension Parish (1200+) participated in a "Non-traditional" Career Conference. The students were exposed to careers nontraditional to their gender, new and emerging careers, and recruited into vocational programs non-traditional to their gender. Vocational Education Gender Equity Senior Handbooks were distributed to approximately 1,000 graduating seniors in the parish during the fall semester. The handbooks were designed to help students with the many decisions that need to be made during the senior year and provide them additional information to help make a better informed decision. Gender equity materials (brochures, posters, displays, bookmarks, etc.) were distributed to all middle and high schools. Career magazines were utilized by 8th, 10th, and 12th graders. Eighth grade students were given interest inventory tests. Students were counseled one on one with their parents to interpret career interest inventory results, select a career path, complete a four-year plan, and schedule courses for ninth grade.

LTC-Sidney N. Collier

Through recruitment efforts of this project, 148 females were recruited and received training in non-traditional programs: Welding, Ship fitting, and Sandblasting/Painting. These programs were offered cost free to participants. 12 females received training in non-traditional programs: 5 in Barber Stylist, 3 in Carpentry, 3 in Automotive Technology. The cost of training was defrayed through other funding sources—JTPA, Project Independence.

Two outreach (career day activities) workshops were conducted. The central focus of these workshops were to inform participants of the advantages and opportunities available through training and employment in non-traditional programs. On a weekly basis, this agency conducts the following activities: (1) Testing for all new applicants and (2) Orientation for all new enrollees. Carl Perkins Outreach information are integral parts of these activities. Fifty TV and radio advertisements. Flyers were developed and available to the public in the admissions office.

LSU-Eunice

The Single Parent Program is primarily administered over the summer, however, some activities are still being administered. Forty-two participants received some type(s) of service(s) at the onset. Thirty-two are still enrolled. Twenty-seven are in good academic standing. A special recruitment workshop was held 3 months prior to the program. A second motivational preparatory workshop was held approximately 2 weeks before the semester began. The second workshop was for those selected for the program. Classes were planned in advance of school according to courses of study. Eight workshops were provided for Single Parent participants on varying subjects regarding personal and interpersonal skills. Additionally, a workshop was provided on career information. Students completed the Myers-Briggs Personality Inventory which was interpreted to those who requested interpretation. A minimum of 3 workshops were required.

LTC-Evangeline Campus

Project Self-Sufficiency was created to offer to low income single mothers a multitude of seminars and workshops to better prepare them to manage their lives more effectively but most importantly to take those steps to move to a life of independence.

Rapides Parish School System

Two hundred twenty students attended eight computer camps. Students were given a pre-post test. Of those who took the pre-test and post-test, 82% increased their scores on basic computer literacy. 5% of the students' scores were the same or showed no improvement. Careers were explored through the use of career planning sessions and video tapes. Individuals with non-traditional careers spoke to the students. Career surveys were given to students. Literature pertaining to careers were distributed. Interest inventories were administered. Students researched careers and compiled a report on their chosen career.

LTC-West Jefferson Campus

25 new participants were enrolled. 22 are still enrolled and making satisfactory progress. Eight students have graduated and are employed in their field of study.

LTC-Natchitoches Campus

The Natchitoches Parish Adult Education, Natchitoches Parish Even Start Family Literacy Program, Job Training Partnership Act (JTPA), Project Independence, and CBO's provide job search skills and academic remediation. These agencies work closely to coordinate activities and avoid duplication of services. Intake conferences are provided with both students enrolled in the vocational training program as well as with parents of the children enrolled in the day care facility portion of the training program. Each student is provided with information required by the Department of Human Services for enrollment in the vocational program.

EBR Parish School System (Istrouma High School-Istrouma Teen Learning Center)

A total of 36 single teen parents (including 1 who was pregnant) were provided services during this first year. Of the 36, 27 successfully completed the program. (EBR) Monitored school grades and attendance for all 31 participants; provided 8 sessions with individual students for EXIT exam and ACT preparation. Assisted with school work by meeting with individual teachers and assisting teen parents with make-up work, special projects and planning for academic improvement on an as need basis for 13 students; referred (teen parents) to Istrouma High School's alter school program.

LTC-Sullivan Campus

Seventy students were provided services by the project. Twenty participants completed training programs. Twenty-eight participants are employed and nineteen are still in training. A number of those who discontinued training indicated that they plan to return to school and complete their training in the future.

Southern University

The Sex Equity Education and Training Project conducted 4 training workshops during the 1996-97 project period. Workshop topics included the following: (1) Sex Stereotyping and Bias, (2) Avoiding Sex Bias, (3) Diversity in the Workplace, and (4) Sexual Harassment. The Sex Equity Project served at least 303 participants during the 1996-97 project period.

BEST COPY AVAILABLE